

Millbrook Junior School

Dream, Believe, Aspire, Achieve



Relationship and Sex Education Policy

September 2019

Relationship and Sex Education Policy

Context/Introduction

All schools must have an up to date RSE policy which is made available to parents and others. The policy must:

- Define Relationship Education;
- Set out the subject content, how it is taught and who is responsible for teaching it;
- Describe how the subject is monitored and evaluated;
- Include information about parents' right to withdrawal their child from sex education lessons

Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance 2019

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

This is why we have made Relationships Education compulsory in all primary schools."

Secretary of State Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance 2019

Moral and Values Framework

Relationship and Sex Education is lifelong learning about physical, moral and emotional development. At Millbrook Junior School RSE will reflect the values of the PSHE programme. It is about the understanding of the importance of loving and caring relationships so it will be taught in the context of relationships. In addition RSE promotes self-esteem, staying safe, respecting and understanding others, emotional health and well-being. RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. Research demonstrates that good, comprehensive RSE does not make young people more likely to become sexually active at a younger age.

Aims and Objectives for Relationship and Sex Education

The aim of RSE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour.

This takes place with consideration of the qualities of relationships within families.

The objectives of Relationship and Sex Education at Millbrook Junior School are;

- To provide the knowledge and information to which all children are entitled
- To clarify/reinforce existing knowledge
- To help children develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle and mental wellbeing
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood
- To build skills to develop caring and respectful relationships

The teaching programme for Relationship and Sex Education

Legal requirements

We teach the following as part of the National Curriculum Science Orders, parents do not have the right to withdraw their child/children from this content:

National Curriculum Science

Key Stage 2

- That the life processes common to humans and other animals include nutrition, growth and reproduction.
- About the main stages of the human life cycle.

Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.

It is our intention all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision if required. RSE will generally be taught through the Jigsaw PSHE programme.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Key Stage 2

Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

Term	Puzzle name	Content
Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Spring 2:	Dreams and Goals	Includes goal-setting, aspirations, working together
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2:	Changing Me	Includes Sex and Relationship Education in the context of looking at change

Jigsaw RSE Content

The grid below shows specific RSE learning intentions for each year group in the 'Changing Me' Puzzle.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
3	Piece 1 How Babies Grow	understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby
	Piece 2 Babies	express how I feel when I see babies or baby animals understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow
	Piece 3 Outside Body	express how I might feel if I had a new baby in my family understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies

	Changes	<p>identify how boys' and girls' bodies change on the outside during this growing up process</p> <p>recognise how I feel about these changes happening to me and know how to cope with those feelings</p>
	Piece 4 Inside Body Changes	<p>identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up</p> <p>recognise how I feel about these changes happening to me and how to cope with these feelings</p>
4	Piece 2 Having A Baby	<p>correctly label the internal and external parts of male and female bodies that are necessary for making a baby</p> <p>understand that having a baby is a personal choice and express how I feel about having children when I am an adult</p>
	Piece 3 Girls and Puberty	<p>describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</p> <p>know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty</p>
5	Piece 2 Puberty for Girls	<p>explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally</p> <p>understand that puberty is a natural process that happens to everybody and that it will be OK for me</p>
	Piece 3 Puberty for Boys and Girls	<p>describe how boys' and girls' bodies change during puberty</p> <p>express how I feel about the changes that will happen to me during puberty</p>
	Piece 4 Conception	<p>understand that sexual intercourse can lead to conception and that is how babies are usually made</p> <p>understand that sometimes people need IVF to help them have a baby</p> <p>appreciate how amazing it is that human bodies can reproduce in these ways</p>
6	Piece 2 Puberty	<p>explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally</p> <p>express how I feel about the changes that will happen to me</p>

	during puberty
Piece 3 Girl Talk/Boy Talk	ask the questions I need answered about changes during puberty reflect on how I feel about asking the questions and about the answers I receive
Piece 4 Babies – Conception to Birth	describe how a baby develops from conception through the nine months of pregnancy, and how it is born recognise how I feel when I reflect on the development and birth of a baby
Piece 5 Attraction	understand how being physically attracted to someone changes the nature of the relationship express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this

The organisation of Sex and Relationship Education

Mrs Jenny Green is the designated teacher with responsibility for coordinating Relationship and Sex Education.

RSE is delivered through Science, RE, PSHE, Citizenship, and literacy activities. RSE is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse.

A range of teaching methods which involve children's full participation are used to teach RSE. These include use of video, discussion, looking at case studies, drama and role play.

RSE is usually delivered in mixed gender groups however, there may be occasions where single gender groups are more appropriate and relevant.

RSE is monitored and evaluated by SLT as part of the school's development plan. As a result of this process changes will be made to the RSE programmes as appropriate.

Specific Issues

Parental consultation

Details of the School's provision for RSE are available on website but further details can be requested.

We inform parents when aspects of the relationship and sex programme are taught and provide opportunities for parents to view the resources being used.

Parents have the right to withdraw their children from those aspects of sex education, not included in the National Curriculum Science Orders, (alternative work

would be set). However, this rarely happens, by working in partnership parents usually recognise the importance of this aspect of their child's education.

Child Protection / Confidentiality

Teachers are aware that effective Relationship and Sex Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection or safeguarding issue.

The staff member will inform the Head Teacher /Designated Child Protection person in line with the schools policy for child protection if an issue is disclosed.

A member of staff cannot promise confidentiality if concerns exist.

Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision is made to meet the individual child's needs.

Use of visitors

"Working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people. Use of visitors should be to enhance teaching by an appropriate member of the teaching staff, rather than as a replacement for teaching by those staff."
Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance 2019

When appropriate, visitors such as the school nurse may be involved in the delivery of RSE, particularly in Key Stage 2.

Children with special needs

Teaching and resources are differentiated as appropriate to address the needs of these children in order for them to have full access to the content of RSE.

Monitoring and Evaluation

Monitoring is the responsibility of the head teacher, governing body and teacher with responsibility for RSE.

The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents.

The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required.